**Remote School Planning Template – Emergency Preparedness @ Woodward Academy**

Teachers, please complete the form below and submit to your department head or principal by **September 30, 2011**. Please contact your department head, tech specialist or Nneka or Shelley in IT if you need assistance completing your plan.

**Online Tools / Minimal Expectations**

* **Grades PK-K** - *Edline* plus wiki, blog or Google site with instructions, assignments, activities and/or resources (for parents). Activities do not have to be tech based!
* **Grades 1-3 -** *Edline* plus wiki, blog or Google site with instructions, assignments, activities and/or resources (students assisted by parents as needed).
* **Grades 4-12** – *Edline* (including HW hand-in and quizzes), email, Google Docs; wiki, blog or Google site.
* **All Grades:** Videos, podcasts and interactive websites as appropriate.

**Optional:** Moodle (or other LMS), screencasting, discussion boards, presentation tools (Prezi, Voicethread, slideshare), participation tools (Wallwisher, Voicethread) Skype, etc...

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| **Teacher Name:** | **Tim Hamling** | | |
| **Grade Level/Subject/Course**: | English 4EP—Modern Narrative Voices | | |
| **Resources, online tools and strategies I will use to deliver “remote classroom**:” (Assume students will not have textbooks at home; Use of Edline *required* as central communication hub) | | | |
| **Edline**  Article on Southern Gothic—*Crazy in Alabama*  <http://www.neabigread.org/books/lonelyhunter/teachers/HeartIsALonelyHunterHandout2.pdf>  Podcast with Khaled Hosseini—*The Kite Runner*  <http://www.npr.org/templates/story/story.php?storyId=4795618>  Autism Speaks Website—*The Curious Incident of the Dog in the Night-time*  <http://www.autismspeaks.org/what-autism/symptoms>  *Extremely Loud & Incredibly Close Blog*—blog is being moved so no address exists at the moment | | | |
| **Materials I will need at home to deliver instruction** (e.g. textbook, computer files, software, microphone): | | | |
| **Computer** | | | |
| **Skills I need to learn/refresh to implement my plan:** | | | |
| **NONE** | | | |
| **Expectations of students (include needed tech skills):** (Include plans for ensuring students have needed skills / understand expectations) | | | |
| **Day 1—Students will be emailed the specific outside source to consult (depending on which book we are reading). There will either be articles to read, a podcast to listen to, or a blog to visit.**  **Day 2—Students will have a writing assignment based on the previous day’s reading or listening assignment. Writing assignment will be submitted to Edline via an Interactive Assignment.**  **Day3—Students will review the work of two other students and leave comments.** | | | |
| **How I will “take roll” to confirm that students have received my instructions** (Post Edline discussion comment, email teacher, respond to survey, etc…) | | | |
| **Day 1—via email, Day 2—student submission to Edline, Day 3–student comments on classmates’ work** | | | |
| **Ideas/methods to ensure “active learning:”**  (i.e. student interactivity, collaboration, artifacts/ demonstrations of learning) | | | |
| Students read and respond to each other’s work. | | | |
| **Address of my blog, wiki, Google site, LMS, etc…** (Must be linked from Edline) | | | TBD |
| **Colleague who will assist if I am ill during remote school:** | | | **Peggy McNash** |
| **Other ideas/considerations/concerns:** | | | |
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| **Reviewed by Department Head or Administrator (Name / Date)** | | **Peggy Dyer McNash 10/13/11** | |

Submitted 10/13/11